AGENDAS FOR THE WEEK: *October 19th – October 23rd* AP Environmental Science Room 1504

	MONDAY 10/19 (B) 8:15 – 9:45	TUESDAY 10/20 (C)	WEDNESDAY 10/21 (A)	THURSDAY 10/22 (B) 8:15 – 9:45	FRIDAY 10/23 (EOD PIT A)
	Objective(s): SWBAT *Differentiate between K and r selected species and provide examples of each. *Draw the three main types of survivorship curves and provide examples of organisms that express each curve.	**Objective(s): SWBAT** * * * PSAT DAY/Senior Summit	**Objective(s): SWBAT** * *	**Objective(s): SWBAT** *Use class time to prepare for the upcoming exam. *Score a passing grade on the practice exams/practice questions.	**Objective(s): SWBAT** * *
P	**Engage** As students come into class, a funny (relevant) picture is on the board to get them thinking about the topic of the day.	**Engage** PSAT DAY/Senior Summit	**Engage**	**Engage** As students arrive, some rebus puzzles (from the other class) are on the board to start getting their minds awake.	**Engage**
L **A**	**Pre-Explore** Students will be reviewing the activities from last class (Demographic Transitions Card Sort, Lego Lab, Power of the Pyramids) and discussing what they learned. Then, students will be briefly introduced to r and K selected species and survivorship curves via class notes. **Explore** Students will be participating in a "Bubble Survivorship Lab" where they look at the rate of bubble survival in various conditions. **Explain/Elaborate** Students will be completing their lab discussion questions to connect the lab to the survivorship curves they learned about beforehand.	**Explore** PSAT DAY/Senior Summit **Explain** PSAT DAY/Senior Summit **Elaborate** PSAT DAY/Senior Summit	**Explore** **Explain** **Elaborate**	**Explore/Explain/Elaborate** Students will be reviewing the activities from the last few classes (Population Calculations Worksheet and Bubble Lab) and discussing what they learned. Then, students will have time to complete their unit 2&3 review sheets, play a Blooket review game, and take the unit 2&3 AP Classroom practice test. The teacher will pass out candy to those who did the exit tickets for this unit?	**Explore** **Explain** **Elaborate**

N	**Evaluate and Summary** Students will turn in their completed lab handout (due at the beginning of next class).	**Evaluate and Summary** PSAT DAY/Senior Summit	**Evaluate and Summary**	**Evaluate and Summary** Teacher will ask students at the end of class to TPS one thing they are confident about for the test and one thing that they still think they need to study up on.	**Evaluate and Summary**
Resources:	• Funny Engages	• PSAT DAY/Senior Summit	•	• ExitTicketsGeneral + Exit Ticket Questions	•

AGENDAS FOR THE WEEK: *October 19th – October 23rd* Environmental Systems Room 1504

	MONDAY 10/19 (B) 12:30 – 2:00	**TUESDAY 10/20 (C)**	**WEDNESDAY 10/21 (A)**	**THURSDAY 10/22 (B)** 12:30 – 2:00	**FRIDAY 10/23 (EOD PIT A)**
	Objective(s): SWBAT *Differentiate between inter- and intra-specific competition. *Define resource partitioning. *Classify real-life examples into the main symbiotic relationship categories. *Describe how predators capture their prey and how prey evades capture.	**Objective(s): SWBAT** * * PSAT DAY/Senior Summit	**Objective(s): SWBAT** * *	**Objective(s): SWBAT** *Describe the process of ecological succession. *Compare primary and secondary succession. *Define resistance and resilience in context.	**Objective(s): SWBAT** * *
P	**Engage** Students will have some time to read about Southern Sea Otters, the case study for the new chapter.	**Engage** PSAT DAY/Senior Summit	**Engage**	**Engage** Students will be "choosing where to sit on a plane" next to a variety of funny-looking plants (ideally this gets them excited to look at plants in the lab today).	**Engage**
L **A**	**Explore/Explain/Elaborate** Students will have a chance to review the most missed questions on the test last class. The teacher will take a moment to re-set class expectations and discuss why the expectations are the way that they are. Students will take notes about species interactions and	**Explore** PSAT DAY/Senior Summit **Explain** PSAT DAY/Senior Summit **Elaborate** PSAT DAY/Senior Summit	**Explore** **Explain** **Elaborate**	**Explore/Explain/Elaborate** Students will take brief notes about ecological succession and ecosystem responses to change. Then, students will go outside to complete an Ecological Succession Lab, where they record plant varieties and take soil samples for testing. They will work on the post-lab discussion questions and add data to the class spreadsheet.	**Explore** **Explain** **Elaborate**

	discuss examples as a class. [Home video opportunity?] Students will work on a partner activity: the "good buddies" handout on symbiotic relationships.				
N	**Evaluate and Summary** Students will be filling out their daily reflection questions.	**Evaluate and Summary** PSAT DAY/Senior Summit	**Evaluate and Summary**	**Evaluate and Summary** Students will be filling out their daily reflection questions.	**Evaluate and Summary**
Resources:	• N/A	• PSAT DAY/Senior Summit	•	• Funny Engages	•